



House of Representatives

File No. 805

General Assembly

January Session, 2017

(Reprint of File No. 551)

House Bill No. 7251
As Amended by House Amendment
Schedule "A"

Approved by the Legislative Commissioner
May 26, 2017

AN ACT CONCERNING REFORM DISTRICT TURNAROUND PLANS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Subdivision (2) of subsection (e) of section 10-223e of the
2 general statutes is repealed and the following is substituted in lieu
3 thereof (*Effective July 1, 2017*):

4 (2) Notwithstanding any provision of this title or any regulation
5 adopted pursuant to said title, except as provided in subdivision (3) of
6 this subsection, in carrying out the provisions of subdivision (1) of this
7 subsection and this subdivision, the State Board of Education shall take
8 any of the following actions to improve student performance of the
9 school district, a particular school in the district or among student
10 subgroups, and remove the school or district from the list of schools or
11 districts designated and listed as a low achieving school or district
12 pursuant to said subdivision (1), and to address other needs of the
13 school or district: (A) Require an operations audit to identify possible
14 programmatic savings and an instructional audit to identify any
15 deficits in curriculum and instruction or in the learning environment of

16 the school or district; (B) require the local or regional board of
17 education for such school or district to use state and federal funds for
18 critical needs, as directed by the State Board of Education; (C) provide
19 incentives to attract highly qualified teachers and principals; (D) direct
20 the transfer and assignment of teachers and principals; (E) require
21 additional training and technical assistance for parents and guardians
22 of children attending the school or a school in the district and for
23 teachers, principals, and central office staff members hired by the
24 district; (F) require the local or regional board of education for the
25 school or district to implement model curriculum, including, but not
26 limited to, recommended textbooks, materials and supplies approved
27 by the Department of Education; (G) identify schools for
28 reconstitution, as may be phased in by the commissioner, as state or
29 local charter schools, schools established pursuant to section 10-74g,
30 innovation schools established pursuant to section 10-74h, or schools
31 based on other models for school improvement, or for management by
32 an entity other than the local or regional board of education for the
33 district in which the school is located; (H) direct the local or regional
34 board of education for the school or district to develop and implement
35 a plan addressing deficits in achievement and in the learning
36 environment as recommended in the instructional audit; (I) assign a
37 technical assistance team to the school or district to guide school or
38 district initiatives and report progress to the Commissioner of
39 Education; (J) establish instructional and learning environment
40 benchmarks for the school or district to meet as it progresses toward
41 removal from the list of low achieving schools or districts; (K) provide
42 funding to any proximate district to a district designated as a low
43 achieving school district so that students in a low achieving district
44 may attend public school in a neighboring district; (L) direct the
45 establishment of learning academies within schools that require
46 continuous monitoring of student performance by teacher groups; (M)
47 require a local [and] or regional [boards] board of education to (i)
48 undergo training designed to improve [their] the operational efficiency
49 and effectiveness of the board of education as leaders of [their
50 districts'] its district improvement plans by distinguishing and making

51 clear the proper roles and different functions of the board of education,
52 including the responsibility of developing the improvement plans and
53 education policy for the district, and the school and district-level
54 administrators, including the responsibility of implementing such
55 improvement plans and policies, and (ii) submit an annual action plan
56 to the Commissioner of Education outlining how, when and in what
57 manner their effectiveness shall be monitored; (N) require the
58 appointment of (i) a superintendent, approved by the Commissioner of
59 Education, or (ii) a district improvement officer, selected by the
60 commissioner, whose authority is consistent with the provisions of
61 section 138 of public act 11-61, and whose term shall be for one school
62 year, except that the State Board of Education may extend such period;
63 or (O) any combination of the actions described in this subdivision or
64 similar, closely related actions.

65 Sec. 2. (NEW) (*Effective July 1, 2017*) (a) Not later than January 1,
66 2018, the Department of Education may develop a model school
67 district responsibilities agreement. In developing such model
68 agreement, the department may consider any existing school district
69 responsibilities agreement in use by a local or regional board of
70 education with a demonstrated record of academic improvement. Such
71 model agreement shall include, but need not be limited to, (1) a
72 statement of guiding principles regarding the proper roles and
73 functions of the board of education, the superintendent of schools for
74 the school district and administrators, as defined in section 10-144e of
75 the general statutes, (2) an enumeration of the specific duties and
76 responsibilities of the board of education, the superintendent and
77 administrators, and (3) signature lines for the members of the board of
78 education, the superintendent and other administrators to
79 acknowledge that they understand and will comply with the
80 provisions of the agreement. The department shall post such model
81 agreement on its Internet web site and otherwise make, upon request,
82 such model agreement available to local and regional boards of
83 education.

84 (b) For the school year commencing July 1, 2018, and each school

85 year thereafter, a local or regional board of education may use the
86 model school district responsibilities agreement to enter into an
87 agreement with the superintendent of schools for the school district
88 and any appropriate administrators of such school district.

89 (c) Any local or regional board of education that uses the model
90 school district responsibilities agreement, pursuant to subsection (b) of
91 this section, shall notify the Commissioner of Education that such
92 board has entered into such agreement.

93 Sec. 3. Subsection (d) of section 10-262u of the general statutes is
94 repealed and the following is substituted in lieu thereof (*Effective July*
95 *1, 2017*):

96 (d) The local or regional board of education for a town designated
97 as an alliance district may apply to the Commissioner of Education, at
98 such time and in such manner as the commissioner prescribes, to
99 receive any increase in funds received over the amount the town
100 received for the prior fiscal year pursuant to subsection (a) of section
101 10-262i. Applications pursuant to this subsection shall include
102 objectives and performance targets and a plan that are developed, in
103 part, on the strategic use of student academic performance data. Such
104 plan may include, but not be limited to, the following: (1) A tiered
105 system of interventions for the schools under the jurisdiction of such
106 board based on the needs of such schools, (2) ways to strengthen the
107 foundational programs in reading, through the intensive reading
108 instruction program pursuant to section 10-14u, to ensure reading
109 mastery in kindergarten to grade three, inclusive, with a focus on
110 standards and instruction, proper use of data, intervention strategies,
111 current information for teachers, parental engagement, and teacher
112 professional development, (3) additional learning time, including
113 extended school day or school year programming administered by
114 school personnel or external partners, (4) a talent strategy that
115 includes, but is not limited to, teacher and school leader recruitment
116 and assignment, career ladder policies that draw upon guidelines for a
117 model teacher evaluation program adopted by the State Board of

118 Education, pursuant to section 10-151b, and adopted by each local or
119 regional board of education. Such talent strategy may include
120 provisions that demonstrate increased ability to attract, retain,
121 promote and bolster the performance of staff in accordance with
122 performance evaluation findings and, in the case of new personnel,
123 other indicators of effectiveness, (5) training for school leaders and
124 other staff on new teacher evaluation models, (6) provisions for the
125 cooperation and coordination with early childhood education
126 providers to ensure alignment with district expectations for student
127 entry into kindergarten, including funding for an existing local Head
128 Start program, (7) provisions for the cooperation and coordination
129 with other governmental and community programs to ensure that
130 students receive adequate support and wraparound services, including
131 community school models, (8) provisions for implementing and
132 furthering state-wide education standards adopted by the State Board
133 of Education and all activities and initiatives associated with such
134 standards, (9) strategies for attracting and recruiting minority teachers
135 and administrators, (10) provisions for the enhancement of bilingual
136 education programs, pursuant to section 10-17f, or other language
137 acquisition services to English language learners, including, but not
138 limited to, participation in the English language learner pilot program,
139 established pursuant to section 10-17n, (11) entering into the model
140 school district responsibilities agreement, described in section 2 of this
141 act, (12) leadership succession plans that provide training and learning
142 opportunities for administrators and are designed to assist in the
143 seamless transition of school and district personnel in and out of
144 leadership positions in the school district and the continuous
145 implementation of plans developed under this subsection, and [(11)]
146 (13) any additional categories or goals as determined by the
147 commissioner. Such plan shall demonstrate collaboration with key
148 stakeholders, as identified by the commissioner, with the goal of
149 achieving efficiencies and the alignment of intent and practice of
150 current programs with conditional programs identified in this
151 subsection. The commissioner may (A) require changes in any plan
152 submitted by a local or regional board of education before the

153 commissioner approves an application under this subsection, and (B)
154 permit a local or regional board of education, as part of such plan, to
155 use a portion of any funds received under this section for the purposes
156 of paying tuition charged to such board pursuant to subdivision (1) of
157 subsection (k) of section 10-264~~l~~ or subsection (b) of section 10-264o.

This act shall take effect as follows and shall amend the following sections:

Section 1	<i>July 1, 2017</i>	10-223e(e)(2)
Sec. 2	<i>July 1, 2017</i>	New section
Sec. 3	<i>July 1, 2017</i>	10-262u(d)

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact: None

Municipal Impact: None

Explanation

The bill allows a local and regional school district to enter into a model school district responsibilities agreement. The bill does not result in a fiscal impact as it is permissive and is assumed that districts will enter into agreements only if they result in no additional cost.

House "A" strikes Section 2 of the underlying bill, which requires the State Department of Education (SDE) to develop a model school district responsibilities agreement. This eliminates the fiscal impact of \$160,464 in FY 18 and \$110,464 in FY 19, associated with start-up costs, salary and fringe benefits of one additional Educational Consultant.

OLR Bill Analysis**HB 7251 (as amended by House "A")******AN ACT CONCERNING REFORM DISTRICT TURNAROUND PLANS.*****SUMMARY**

This bill allows the State Department of Education (SDE) to develop a model school district responsibilities agreement by January 1, 2018 and requires the department to make it available on its website for local and regional boards of education to use. Among other things, the agreement must contain guiding principles and specific duties for boards of education and district administrators.

The bill allows local and regional boards of education and their administrators to enter into such an agreement beginning with the 2018-19 school year. Any board that chooses to use the model agreement must notify the education commissioner.

The bill also requires alliance districts to include additional provisions in the performance plans they must submit to the education commissioner when applying for alliance district funding.

Additionally, the bill specifies that if the State Board of Education (SBE) chooses to require training for boards of education in low-performing districts, the training must clarify the proper roles and functions of the board, the school, and district-level administrators.

*House Amendment "A" makes the following changes to the underlying bill (File 551): (1) allows, rather than requires, SDE to develop a model school district responsibilities agreement; (2) removes the requirement that all boards of education for alliance districts enter into such an agreement with their administrators; and (3) removes the

requirement that alliance districts include such an agreement as part of their alliance district plan. Additionally, it allows SDE, when developing the model agreement, to consider any existing school district responsibilities agreement used by a board that has a demonstrated record of academic improvement.

EFFECTIVE DATE: July 1, 2017

SCHOOL DISTRICT RESPONSIBILITIES AGREEMENT

The bill requires SDE to include at least the following provisions in its model school district responsibilities agreement, should it choose to develop one:

1. a statement of guiding principles about the proper roles and functions of the board of education, superintendent, and administrators;
2. an enumeration of the specific duties and responsibilities of the board, superintendent, and administrators; and
3. signature lines for the board members, superintendent, and other administrators to acknowledge that they understand and will comply with the agreement provisions.

The bill does not prohibit SDE from including other provisions of its choosing in the agreement. It also allows SDE, when developing the model agreement, to consider any existing school district responsibilities agreement used by a board that has a demonstrated record of academic improvement.

TRAINING FOR LOW-PERFORMING SCHOOL DISTRICTS

Current law allows SBE to take various actions to aid low-performing school districts, one of which is to require local or regional boards of education to undergo training to improve their operational efficiency and their effectiveness as leaders of their respective districts' improvement plans. The bill also specifies that the training must also distinguish and clarify the proper roles and different functions of the

(1) board, including the responsibility to develop district improvement plans and education policy, and (2) school and district-level administrators, including the responsibility to implement these improvement plans and policies.

ALLIANCE DISTRICT PLANS

The law allows alliance districts, the 30 districts in the state with the lowest student performance, to apply to the education commissioner for an increase in their education cost sharing grant. These districts must submit an improvement plan as part of their application.

The bill requires alliance districts to develop these plans, in part, by strategically using student academic performance data. It allows the plans to include the model school district responsibilities agreement and leadership succession plans.

COMMITTEE ACTION

Education Committee

Joint Favorable

Yea 36 Nay 0 (03/22/2017)

Appropriations Committee

Joint Favorable

Yea 48 Nay 0 (05/12/2017)